DOCUMENT RESUME

ED 108 532 HE 006 460

AUTHOR Calbert, Roosevelt; Epps, Willie J.
TITLE Curricular Innovations in Historically Black Colleges and Universities. Volume 1.
INSTITUTION Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Feb 75
NOTE 65p.

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS *Curriculum Design; *Curriculum Development; *Educational Innovation; *Higher Education; *Negro Colleges; Performance Based Education; Seminars; Tables (Data); Womens Studies; Work Study Programs

ABSTRACT

This document is an attempt to communicate information on the innovative programs in which black colleges and universities are involved. Part 1, the introduction, covers historical perspective on curriculum development in black colleges, rationales for the study of curricular innovations in historically black colleges and curricular innovations. Part 2, covers methodology, discusses procedures and sample, and the survey. Part 3 covers results and also discusses curricular innovations in historically black colleges, curricular innovations in large and small historically black colleges and curricular innovations in public and private historically black colleges. Part 4 contains conclusions and appendixes, lists colleges and universities responding to the survey, and provides statistical tables. Some conclusions are: larger colleges report more innovations that might be construed as academic-intellectual in nature while smaller colleges report more student-life type innovations; faculties initiate nearly 60 percent of all programs; programs have not spread widely throughout the colleges, as might be expected; women's studies are infrequently part of the investigated colleges' curriculum. (Author/KE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

VOLUME I

COOPERATIVE ACADEMIC PLANNING

CURRICULAR INNOVATIONS IN HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

ED108532

- COMPETENCY-BASED EDUCATION
- INTERDISCIPLINARY STUDY
- FRESHMAN SEMINARS
- UNDERGRADUATE STUDY ABROAD
- INDEPENDENT STUDY
- PROGRAMS FOR WOMEN
- NON-WESTERN STUDY
- NON-TRADITIONAL STUDY
- OFF-CAMPUS STUDY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

HE 006 460

2

ive Institute for Services to Education, Inc.
2001 "S" Street, N.W.
Washington, D.C. 20009

TACTICS

THE INSTITUTE FOR SERVICES TO EDUCATION, INC.

President

Elias Blake, Jr.

The Institute for Services to Education (ISE) was incorporated as a non-profit organization in 1965 and subsequently received a basic grant from the Carnegie Corporation of New York. The organization is founded on the principle that education today requires a fresh examination of what is worth teaching and how to teach it. ISE is a catalyst for change. Under grants from government agencies and private foundations, ISE undertakes a variety of educational tasks—working cooperatively with other educational institutions. It does not just produce educational materials or techniques that are innovative; it develops, in cooperation with teachers and administrators, procedures for the effective installation of successful materials and techniques in the colleges.

Many of the efforts of ISE are centered on providing educational settings for creating and executing innovative instructional materials and teaching strategies that can lower student attrition rates.

THE COOPERATIVE ACADEMIC PLANNING PROGRAM

The Cooperative Academic Planning (CAP) program, which is a programmatic component of the Institute for Services to Education (ISE), is that element of the Technical Assistance Consortium to Improve College Services (TACTICS) structure that has the responsibility of assisting historically black colleges and universities with efforts to strengthen their academic program planning.

During its existence, the CAP program has developed a programmatic thrust that centers on a forum for institutional teams to plan and implement curriculum changes while maintaining program continuity during transitional periods. CAP has been involved with nearly one hundred historically black colleges and universities. This involvement has revealed that institutional programs must evolve along well designed schema in order that relevant critical issues may be identified and assessed. Many institutions, on the basis of evaluative evidence, find a need to redefine their traditional missions, goals and objectives.

With the new emphasis on meeting the present and emerging needs of students, along with programmatic and fiscal accountability, colleges and universities find themselves searching for ways to effectuate comprehensive and systematic planning constructs. Since there is not a single formula for the planning process, each institution, because of its own unique situation, must find an approach that best fits its needs.

In view of these current institutional planning needs, the CAP program offers a delivery system which encompasses the following thrusts: (1) Research and Technical Paper Development; (2) Individual Institutional Assistance; (3) Workshops and Consortial Activities; and (4) The Systematic Approach to Planning.

ED108532

CURRICULAR INNOVATIONS

IN

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

By

ROOSEVELT CALBERT
WILLIE J. EPPS

COOPERATIVE ACADEMIC PLANNING

Institute for Services to Education, Inc.
2001 "S" Street, N. W.
Washington, D. C. 20009

February, 1975

Funding for this study was made available from Title III and Title V-E of the Higher Education Act of 1965, through the U. S. Office of Education, Department of Health, Education and Welfare.

FOREWORD

Change in higher education almost never is quite what it seems. While all of the innovations flowing from the decade of activitism were covered widely in the m..s, quietly the community colleges grew explosively and resources for education became scarce. The economic circumstances that created the scarcity were also beginning to create greater concern for the "pay off" value of a college degree.

While the earlier forces for more open, pluralistic, student centered education was fighting against the more traditional patterns of education, the current forces of occupationalism are supported by interlocking mainstream economic, social and political pressures. The earlier changes were not. What we may very well be seeing is change of much larger proportions than has occurred in a long while but which is based on necessity, not creativity, on financial requirements, not strong leadership.

There are additional forces always at work when one raises questions about curriculum in colleges founded for and still primarily serving black Americans.

It will always be true that whatever debates occur about curriculum in colleges primarily serving Blacks will be fueled by the future prospects of Blacks in American life. Even as one looks at the modern period of the 70's, there is some debate about the new vocationalism and occupationalism. Always in the background is the fundamental question of whether it contributes to or detracts from the fastest possible achievement of equality. Is it sidetracking Blacks from their primary mission of educating black leaders to educating black functionairies? Is it fundamental to lack equality in a society still in need of much change or a black sellout to just being "another one of the boys" in the hierarchy of the status quo?

Necessarily, this study does not deal with such difficult issues; empirical studies rarely can. Yet the empirical data do tell you if anything is moving at all. If nothing is moving in the system then any questions about change becomes an exercise in unreality. If movement exists then we best not continue to ignore the larger questions. We already know from an eight year study of enrollment and graduation trends that there is a decline in graduates in education and a dramatic increase of graduates in business and management fields. The Social

Sciences are holding steady but there are proportionate declines in the Sciences, Biological and Physical fields.

We, know then, that there is movement in the black college system. This study adds to the knowledge of what changes are occurring in curriculum. It appears there is some anticipation and some reaction in the changes we see. It is unclear how the scales tip: toward reactions to the latest trends or toward anticipation of what will be lasting even beyond the current trends.

It is hoped that there will be dissatisfaction as well as satisfaction with what some educators see here. This is an uneasy time for all of higher education which always means even more uneasiness for black educators. It is, therefore, not a time for too much satisfaction. Some educators should see in the study tasks still to be done and opportunities to plot still other directions.

Elias Blake, Jr.
President
Institute for Services to Education, Inc.

PREFACE

The Office of Cooperative Academic Planning (CAP) is pleased to publish this report on curricular innovations in black colleges and universities. The report is an attempt to communicate information on the innovative programs in which black colleges and universities are involved, and to determine the extent to which CAP was instrumental in initiating those programs.

The Cooperative Academic Planning Program, a programmatic component of the Institute for Services to Education (ISE), is that element of the Technical Assistance Consortium to Improve College Services (TACTICS) with the responsibility for assisting historically black colleges and universities strengthen their academic program planning.

CAP conceives itself as working cooperatively with colleges and universities to develop new strategies and programs for educating students with a broad range of learning backgrounds. Meeting the needs of these students presents a continuous and exciting challenge to educators.

ACKNOWLEDGEMENTS

This report was made possible through the efforts and assistance of a number of people. Although space does not permit acknowledgement of all those involved, the authors would like to express gratitude to some of these individuals. Initial feasibility explorations and review of possible evaluative instruments were made by Dr. Frederick S. Humphries, Vice President of the Institute for Services to Education and Dr. Joel O. Nwagbaraocha who also assisted with the data collection. Dr. Jessie Ingram assisted with the instrument design and telecommunications.

Without the assistance of numerous personnel in black colleges and universities, the data for this report could not have been obtained. An expression of gratitude is extended. Appreciation is also extended to Mr. Edward McDuffie of the Management Information Systems component of the Institute for Services to Education and to those individuals at the Brookings Institution who worked so diligently with the Cooperative Academic Planning staff in providing technical assistance for the computerized analysis of the data.

Finally, the authors express thanks to Dr. Lois Powell of the Cooperative Academic Planning program staff; research assistants Mr. Reuben Drake and Mrs. Beverly Talley; and to the doctoral interns from Kansas State University, Ms. Rosa Harris, Messrs. Birdex Copeland, Emmit Follins and McLean Tobin, who assisted in the organization and writing of the report.

To all those not mentioned by name, we are grateful.

Roosevelt Calbert
Willie J. Epps

AUTHORS

Roosevelt Calbert. – Director of the Cooperative Academic Planning Program

Dr. Calbert received his B.S. degree at Jackson State University, his M.A. degree at the University of Michigan, and his M.A. and Ph.D. degrees at the University of Kansas. He has done additional study at Texas A & M University. He has held professional positions with the Jackson (Mississippi) public school system, Alabama State University, Alcorn State University, and the University of Kansas. He is a member of the Association for Supervision and Curriculum Development, the American Association of Physics Teachers and the American Association of University Administrators. He is the author of numerous publications in the field of physics and the Thirteen College Curriculum Program (TCCP).

Willie J. Epps. – Assistant Director of the Cooperative Academic Planning Program

Dr. Epps received his B. S. degree at Mississippi Valley State University, his M. Ed. degree at the University of Southern Mississippi and his Ph. D. degree at Kansas State University. He has held professional positions with the Biloxi (Mississippi) school system, Holmes County (Mississippi) school system, Alcorn State University and Kansas State University. He is a member of the National Education Association, International Reading Association, and the Association for Supervision and Curriculum Development.

CONTENTS

Page

Foreword iii
Preface v
Acknowledgements vii
Authors ix

PART I

INTRODUCTION

A. Historical Perspective on Curriculum Development in Black Colleges 1
B. Rationale for the Study of Curricular Innovations in Historically Black Colleges 5
C. Curricular Innovations 7

PART II

METHODOLOGY

A. Procedures and Sample 15
B. The Survey 16

PART III

RESULTS

A. Curricular Innovations in Historically Black Colleges 19
   1. Establishment of Innovations 19
   2. Extent of Innovations 20
   3. Initiators of Innovations 21
   4. Influence of CAP 21

B. Curricular Innovations in Large and Small Historically Black Colleges 23
1. Establishment of Innovations 23
2. Extent of Innovations 25
3. Initiators of Innovations 25
4. Influence of CAP 28
C. Curricular Innovations in Public and Private Historically Black Colleges 28
1. Establishment of Innovations 28
2. Extent of Innovations 31
3. Initiators of Innovations 31
4. Influence of CAP 34

PART IV

CONCLUSIONS 37

Appendix A: Alphabetical Listing of Colleges and Universities Responding to the Survey A-1

Appendix B: Survey Report Form B-1

Appendix C: Statistical Tables C-1

Detailed Statistics for the Establishment of Curricular Innovations for All Historically Black Colleges C-1

Detailed Statistics for the Establishment of Curricular Innovations for All Small Historically Black Colleges C-2

Detailed Statistics for the Establishment of Curricular Innovations for All Large Historically Black Colleges C-3

Detailed Statistics for the Establishment of Curricular Innovations for Public Historically Black Colleges C-4

Detailed Statistics for the Establishment of Curricular Innovations for Private Historically Black Colleges C-5

Appendix D: Total Number of Curricular Innovations Established D-1

List of Tables

1. Descriptive Statistics for Curricular Innovations 17
2. The Influence of the Cooperative Academic Planning Program In Generating Curricular Innovations 22
3. Establishment of Curricular Innovations in all Historically Black Colleges 24
4. Extent of Curricular Innovations 26
5. Initiators of Curricular Innovations 27
6. The Influence of the Cooperative Academic Planning Program in Generating Curricular Innovations in Small and Large Historically Black Colleges 29
7 Establishment of Curricular Innovations in Public and Private Historically Black Colleges 30
8 Extent of Curricular Innovations in Public and Private Historically Black Colleges 32
9 Initiators of Curricular Innovations in Public and Private Historically Black Colleges 33
10 The Influence of the Cooperative Academic Planning Program in Generating Curricular Innovations in Public and Private Historically Black Colleges 35

PART I

INTRODUCTION

A. Historical Perspective on Curriculum Development in Black Colleges

The black presence in the United States was an educational and sociological problem from its inception, and, indeed, remains so to the present time. As the number of Blacks increased, there was a corresponding increase in the complexity of "the problem". Education of Blacks, before and since the Civil War, has always been especially problematic: prior to that war, in most localities, it was against laws and mores even to attempt giving Blacks a modicum of education; following that war, the task was to move hundreds of thousands of former slaves from a point near zero forward on the educational scale.

Several black "colleges" were founded in the North in the first two-thirds of the 19th century (the term being qualified because all of them were actually secondary schools). They were begun by abolitionists and missionaries who sought to make freedmen independent and self supporting. As with their later sourthern counterparts, these colleges were usually characterized by religious study and an inordinate devotion to the classics. Typical courses offered dealt with Biblical history, denominational dogmas, ancient literature, philosophy, and astronomy. At the time, such courses were common in the established colleges and universities of the nation and emerging institutions sought to emulate their practices. Despite our present skepticism about their curriculum, these colleges did fulfill a need at the time. The insurmountable obstacles which they faced made their administration all but impossible, and, as a consequence, only one or two of them were to survive, a fact which is probably a manifestation of the region's inability to come to grips with the "Negro problem".

In the immediate post-Civil War period, the Reconstruction Era, these same northern abolitionists and missionaries were able to move into areas of the southeast establishing schools and colleges at an unprecendented rate. These groups, along with the Freedman's Bureau and the American Missionary Association and black churches, founded

nearly 200 private black colleges throughout the South. Among these institutions were the predecessors of such contemporary colleges as Howard University, Hampton Institute, Morgan State College, the Atlanta group, and Alcorn State University. These institutions managed to survive the myriad of problems which plagued all colleges at the time, and through the following decades, they underwent considerable change; Alcorn and Morgan were placed under state control; Hampton became a land-grant college; and the Atlanta group reorganized eventually becoming Atlanta University, which later developed into a graduate school to serve other black colleges.

In the late 19th century, rarely did these institutions have anything approaching financial solvency, and in addition, they faced the continual problem of having a pool of qualified applicants from which to select a stable enrollment. The natural result of this situation was that by the turn of the century, fewer than 100 of these colleges were continuing to operate and of that number, only about 40 offered any real post-secondary study. Typical was Morgan State College, which was founded in 1867 and operated continuously as a private school for about 60 years. The students enrolled there during its first twenty or so years studied the rudiments of language and mathematics, history, and the precepts of the African Methodist Church, under whose auspices it was founded. However, not until the early 1890's did Morgan State College confer its first earned baccalaureate degree.

Black colleges from their founding dates were frequently tied to various religious denominations, with the African Methodist Church having taken a substantial lead. As a result, many of the colleges were created to train black clergymen and missionaries. The curricula of the colleges reflected the religion's mission, and students were consequently trained in elocution, the tenets of the churches which contributed to their founding, and the art of persuasion. However, this field was quickly saturated, and in order to survive, these colleges found themselves in the position of having to accept students interested in other fields. As a result, the curricula were expanded to include the sciences, mathematics, history and languages. Because the literacy of Blacks left much to be desired, (nay, was virtually nonexistent to a large extent) the greatest demand was for teachers for black elementary schools. Responding to this need, these colleges in essence became

teachers' colleges or normal schools. Courses is in the principles and foundation of education were offered in additidition to the methods of teaching and studies of psychology as applied to to teaching. A secondary reason for this shift to pedagogy in black colledleges stemmed from the fact that very few fields were open to Blacks and nd then, as now, teachers could be assured of finding work. This pattern n led to the realization that other fields needed educated professionals is to cater to an almost wholly black clientele. Black physicians, lawyeryers, and dentists were needed to serve a black population that was ei either rarely served or served under humiliating circumstances by the whivhite professionals.

In the thirty to forty years following the CivCivil War, post-secondary schools were established in all parts of the natiotion and many of them ultimately had to face the same problems as di did the black colleges. However, the black colleges differed substantiallially from white ethnic colleges in several ways.

Blacks were unable to compete with the re resources of whites in funding and supporting of colleges for blackicks. Whites tended to dominate the funding and staffing of the vast mamajority of the schools. Within the means of recently freed slaves, Blacksicks contributed substantially to the development of the Post-Civil War pu push toward education.

Eventually the pattern of almost all white te faculties gave way to more heavily black faculties and administrators. s. A variety of currents flowed through these colleges in this period, the he first three decades of the 20th Century. Black educators with powerful ul white allies supported "industrial education" with Hampton and Tusk uskegee as the leading exemplars. Black educators also supported liberberal education without any qualifications based on black inferiority eithither in mental capacity or social station.

This debate could be interpreted clearly as as a curriculum debate about the future of higher education for Blacks. cs. One could safely say that by the end of War War II, the battle had beebeen won by the liberal arts forces since their view was more consistent wt with complete equality for Blacks. Even within the so called industrial ial and agricultural and mechanical schools, a strong strain of liberal educducation flowed into the curriculums.

The first 100 years of black higher educaication were filled with paradoxes which viewed in the present contextext are no longer so

puzzling: the founding of universities for a population of illiterates, yet ultimately the university structures created grade schools, then high schools, then a university qualified population: the teaching of Latin and Greek and Classics to former slaves with no prospects of inhabiting any occupation or profession where these courses were applicable, yet at a point in time doctors and lawyers began to be trained and the skills became of value; the training of teachers almost to the exclusion of other occupational fields, yet when new opportunities arose in the public and private sector many trained as teachers somehow found their way into these broader opportunities.

This particular study tries to deal with the impact, if any, of the last decade and a half of intense activism that began with the sit-ins in 1960, in Greensboro, North Carolina by North Carolina A.&T. College students.

During the first third of the 20th century, various states took over the control of many traditionally black colleges. Such changes were usually attempts to extend the doctrine of "separate but equal" into higher education. Some of these colleges were branches or extensions of established colleges such as the relationship between Savannah State College and the University of Georgia, and between Central State University and Wilberforce University. One exception was Texas Southern University, which was not founded until 1947 as a state-supported college. During the same era, some of the colleges which had been established earlier were designated as land-grant colleges, responding to the Morril Act of the 1890's. The purpose of such institutions was to provide extension services to farmers, continuing education for adults, and refresher courses for the established professional. State control was often actively sought to insure financial solvency (and continued operation) of the colleges.

This early system was not to be shaken to any appreciable degree until the upheavals of the early 1960's were felt on black campuses.

In many colleges, as a response to these upheavals, the lecture/audience/examination syndrome gave way to such formats as seminars, independent study, and use of instructional technology to complement the more traditional approach to education. New formats, coupled with traditional approaches, gave flexibility to the curriculum, instilling the notion that format and objectives should match in order to maximize learning.

Since the Civil War, black Americans have felt that through higher education one could move up the economic and status scales. To a limited degree, this ideal has been realized, especially in earlier times when Blacks had little or no formal education and the task of educating them was immense. Beginning in the 1960's, educational programs at black colleges shifted as they sought to more realistically meet their collective mandates. Their past successes are a tribute to the dedication and courage of their founders, administrators, and faculties who were able to function under considerably less than ideal circumstances. While there is little doubt that most black colleges originated in the context of white supremacy and ingrained patterns of segregation, the staunch commitment of black educators to equality and unlimited opportunity provided an impetus for change and a unique contribution to the educational experiences of black Americans.

B. Rationale for the Study of Curricular Innovations in Black Colleges

The 1954 Supreme Court Decision, Brown vs. Board of Education (Topeka) created a new challenge to educational institutions. While this decision was specifically related to elementary and secondary schools, there was no question about its corresponding impact on higher education. The fact that educational institutions could no longer deny access to students because of race created a climate in which black colleges and universities were no longer assured a minority population from which they could draw students, faculty and financial support.

Following the 1954 school Desegregation Decision, many black colleges still saw fit to maintain the traditional programs of study. However, beginning with the early 1960's, campus disruptions created the need for an innovative focus on the provision of cultural and academic programs to meet the student's needs. As stated in the Carnegie Commission Report on Higher Education, black colleges and universities have suddenly found themselves in the mainstream of higher education.* This phenomenon necessitated the upgrading and/or

*Carnegie Commission on Higher Education. *From Isolation to Mainstream,* (New York: McGraw-Hill Book Company, 1971), p. 3.

revamping of their curricular offerings to a level which would enable black colleges to attrack students to a wide range of cultural and ethnic groups. For black colleges to survive under the demands thrusted upon them by these multi-faceted influences, they found it necessary to make changes that departed from the traditional and incorporated those innovations best suited for today's society.

Black colleges and universities have found it necessary to scrutinize their curricular offerings, change administrative styles, provide increased services to students, and work more closely with the communities served. Teachers have looked toward new styles in the classroom. Administrators have found it necessary to survey and investigate new techniques and methods to enhance the organizational structure of their schools. The diversity of needs, interests, and abilities among black students, the trend toward entry and reentry of adults in the educational process and desegregation effects also dictated a need for changes in curricular structures.

With the emergence of flexible educational programs to meet the needs of a rapidly changing society, black colleges and universities began the task of developing new and better ways to make their programs more responsive to the needs of their clientele. With this in mind, many new and not-so-new programmatic techniques came into existence. It is these new programmatic thrusts which the Office of Cooperative Academic Planning intended to investigate.

The Cooperative Academic Planning (CAP) Program, under the aegis of the Institute for Services to Education, is part of the Technical Assistance Consortium to Improve College Services (TACTICS) program, which is funded under Title III of the Higher Education Act. This segment of the TACTICS program is charged with the responsibility of assisting black colleges with efforts to improve their academic program planning.

The Cooperative Academic Planning programmatic thrust in curricular revision is designed to afford each college/university involved an opportunity to review its own uniqueness and to share its commonalities and differences with other consortial institutions. These efforts encompass the presentation of curriculum programs which are geared toward meeting the expressed needs and interests of a concerned and sometimes restive student population.

During the period 1971 – 1974, the CAP Program worked with over 79 institutions. Much of the effort was devoted to helping these institutions redefine their traditional goals and objectives, and subsequently, transform developmental, abstract ideas into functional reality.

In view of the functions of the Cooperative Academic Planning Office and the above mentioned curricular trends in higher education, the present research project was undertaken to assess the nature and extent of curricular planning in black colleges. A secondary purpose of this investigation was to determine the pervasiveness of the influence of Cooperative Academic Planning on curricular innovations and to specify the extent to which CAP has been influential in helping black colleges and universities. Specifically, the objectives of the study were:

- To determine recent curricular innovations instituted at colleges with a black heritage;
- To determine the program needs of those colleges that are affiliated with the Office of Cooperative Academic Planning;
- To identify the need for further resources in the implementation of innovative programs in historically black colleges;
- To determine the effectiveness of the Office of Cooperative Academic Planning in the implementation of innovative programs in historically black colleges.

C. Curricular Innovations

From its inception in the United States, post-secondary education was synonymous with study of the classics and the liberal arts. Such study usually prepared the student for direct entry into certain careers such as teaching and the ministry. Training generally prepared one to teach, for example, in the public elementary and secondary schools. Other students used this training as the necessary prerequisite for entry into professional schools, viz., medicine, dentistry, or the study of law

at the nation's few universities. This pattern remained virtually intact until the middle of the current century.

Following World War II, colleges and universities were hard put to provide classroom space for the thousands of returning veterans who sought to reenter the mainstream of American society. Prior to the War, post-secondary education was primarily limited to the fortunate few whose families could afford not only their relative high costs, but also the loss of income from the student for a given number of years. The G. I. Bill made it possible for large numbers of students to pursue a college education who could not otherwise have been able to do so. Because of this expanded demand, the nation's institutions of higher education experienced one of their first mandates for change.

The late 1940's were years when such innovations as "shifts" in scheduling, remedial programs, part-time students, and continuing education became part of the college scene. Traditionally, college students ranged in age from 18 – 23 at the undergraduate level. This was a group who expected to enjoy a certain amount of entertainment along with their studies and gave rise to the phrase, "Never let school interfere with your education." Post-war veterans were more mature than their fellow students and had little time for trivialities. Many of these new students were married and fathers, needing to supplement their veteran's benefits with full- or part-time employment. These factors put pressure on administrations to make the college experience more relevant and meaningful, often causing serious departures from the traditional lecture/audience 9:00 a.m. to 4:00 p.m., Monday to Friday format which had formerly been geared to a group of students with different backgrounds and goals.

Just as World War II and its aftermath affected change in educational institutions, other events of the 1950's and 1960's created an atmosphere in which change was mandated. The ramifications of the decision of Brown vs. the (Topeka, Kansas) Board of Education in 1954 were felt throughout education from kindergarten through the most lofty post-graduate programs. In higher education, for example, demography became the basis for college admission, which within a decade was to place traditionally black colleges in a serious enrollment pinch.

In 1957, the Soviet satellite Sputnik thrust the world into the "Space Age" at a time when most nations were ill prepared to meet its challenges in terms of skilled technicians and scientists. The United States Congress, in an attempt to rise to the occasion, passed the National Defense Educational Act, designed to provide financial assistance to students and institutions to expand programs and increase the number of graduates in education and the sciences. During the same decade, the impact of the electronic media was beginning to have an impact on higher education. The early 1960's were to see courses taught through cathode ray tubes (television receivers) in "professorless" classrooms frequently in isolated geographic areas. These courses were begun to bring the classroom specialists in various fields to areas which would otherwise have not been able to share their knowledge. However, before the decade was completed, this method was being used to a great extent to relieve the impact of increased enrollments on the classrooms. (The children of the post-war population boom became college age in the late 1960's placing a great burden on institutions of higher education). Today, courses presented via commercial television channels have joined the correspondence course (that ancient relic of the 1940's) in tearing down the walls of colleges.

World War II not only brought a new breed of college students to the institutions of higher education, but also a tremendous population boom, which would affect colleges in later decades. By the mid-1960's, this increased population began to enter the nation's colleges. To meet the needs of these increased numbers, an unprecedented number of new colleges were founded, older institutions grew at an accelerated rate, and many colleges changed their status from the four-year liberal arts or teachers' colleges to full-service universities with professional schools, research facilities, large libraries, and huge enrollments numbering into the double-digited thousands. Additionally, former university extensions in large metropolitan areas became entities unto themselves offering the baccalaurate as well as advanced degrees; the community college and vocational-technical colleges were created or expanded; and, probably most importantly, the "American Dream" was expanded to include college training for one's offspring. The idea of deferred gratification became internalized by a large segment of the general population.

The term "curricular innovation" is used to describe all of the changes which have taken place in institutions of higher education as a result of situational changes in the American society. The agrarian principle and pioneering spirit which characterized the nation until the post-World War II era did not require highly skilled and educated citizens to carry out its programs. However, the industrialization of the nation, the era of technology, and an attitudinal change on the part of the greatly expanded middle class proved previous approaches untenable for contemporary needs.

Recognizing these needs, administrators in higher education sought innovative ways in which the college experience would become more meaningful and at the same time capture the imagination of students who had become "tuned off" by more traditional approaches. Currently, there are numerous methods employed by various colleges and universities which were virtually unheard of a few decades ago.

While the number of specific activities which might rightly be termed curricular innovation is extremely large, the list of major innovations with widespread currency is relatively circumscribed. The Office of Cooperative Academic Planning judiciously pared the list to 18 programs deemed most widespread nationally to provide a manageable data base for the present report. These 18 and the rationale for their inclusion in the study follow:

1. Early Childhood Education Programs. The experience of educational practitioners and a large body of developmental and learning research have clearly indicated the crucial role of early life experiences on the later learning of children. The commitment of federal funds in the last decade to programs of early childhood education (perhaps most notably with Head Start) has provided an impetus for enhancing learning experiences for pre-school children which has spread throughout all strata of American society.

2. Competency-Based Teacher Education. Based on the assumption that learning is most efficient when learner background and motivation are considered, competency-based programs are generally self-paced, flexible with respect to materials,

and require a clear, detailed specification of the requirements of the task. Students generally must demonstrate their ability to perform the required task to a pre-specified criterion. The competency-based model is enjoying widespread currency in teacher training institutions with the concommitant spread to elementary and secondary schools.

3. Independent Study for Superior Students. In an attempt to promote accelerated learning experiences for superior students, many programs encourage independent study options allowing students to go beyond material typically presented in classes. Proponents point to increased faculty-student interaction and the fostering of individual discipline and resourcefulness as positive attributes, as well as the obvious benefits of acceleration and enrichment.

4. Independent Study for All Students. While independent study for superior students most frequently aims at acceleration and enrichment for the typical student, such options are most frequently motivational, allowing them to study along lines of interest. Often, field trips or laboratory work are encouraged, as well as outside reading of the student's choice. The writing of papers is common, stressing student independence, resourcefulness, and self-discipline.

5. Work-Study Programs. Combatting the tendency of colleges to concentrate on theoretical issues, work-study allows students to relate theory and practice, to work closely with others in a job setting, and to explore vocational options. Work-study generally provides students some supportive income and frequently has beneficial motivational side effects in that time planning is required and the income usually becomes the student's investment in his own education.

6. Projects Involving the local Community: Typically, community action programs are an extension of a student's

academic field, allowing an integration of classroom theory with actual implementation. Programs most often include supportive services for day-care centers, youth centers and low-income centers, but often involve teaching, business support, or support to professionals in areas of law enforcement, social work, and the judiciary.

7. Undergraduate Study Abroad. College credit for travel, living, and studying outside of the U. S. is a recognition of the educational impact of experiencing cultural diversity. Typically, students live with private families and attend courses at nearby universities.

8. Off-Campus Study in the U.S.. These programs involve work away from campus, often at resource facilities such as major libraries, laboratories, institutes, and governmental agencies. They allow students a range of educational experiences and materials which no institution could by itself provide. Frequently, such programs include internship experiences which lead to later employment.

9. Freshman Seminars. Traditionally small group seminars were available only to advanced upper-classmen. Based on the premise that students should begin their college experience with a more intense, personalized learning experience, freshman seminars have been widely instituted nationally in the hope that they will promote motivation for more critically analyzing educational issues throughout the students' college career.

10. Urban-Related Programs. With the increasing urbanization of the country and mounting awareness of the particular problems of large cities, a variety of programs have arisen stressing housing, city planning, criminology, and the psychological-sociological impact of a urban society. Many such programs combine ethnic or minority studies with urban affairs because of the frequent coincidence of issues.

11. Honors Programs. Curriculum enrichment is more frequently being achieved through special, integrated academic programs for selected students. The approach is usually interdisciplinary allowing students to synthesize coursework for many disciplines as they relate to a variety of educational issues. Course requirements are often more stringent than is usual and the experience may well culminate with a thesis or creative project.

12. Interdisciplinary Studies. With increasing frequency, colleges are beginning to allow students to develop programs which cut across departmental lines. The attempt is to allow the integration of methods, techniques, theories and content to build a broader intellectual base so students can better deal with an increasingly complex world.

13. Non-Western Studies. The mass media and rapid travel have led to an increased interdependence of nations. Non-Western area studies have been initiated to enhance student perspectives of other cultures and political units. Most recent attention has been given to studies of emerging nations or third world programs.

14. Non-Traditional Studies. Non-traditional studies is the general rubric given methods of instruction, methods of earning credit (including credit by examination), and the location of courses or learning experiences which are at variance with the typical mode. Programs often offer credit for previous experience, travel, or creative work done outside the usual context of the college.

15. Remedial Programs. Increased access to higher education has engendered its own set of problems. Often students come to college ill prepared in some skills critical to successfully completing a college program. Most typically, remedial programs intended to alleviate these deficiencies in background are found in reading, mathematics, writing, and English.

16. Programs for Dropouts. The increased incidence of high school dropouts has led a number of colleges to institute programs for students who do not meet normal admissions criteria. Often these students are beyond high school age. Many programmatic issues are remedial in nature, but focus somewhat more broadly on educational experiences the dropout may have missed. A few special re-admission programs exist to allow college dropouts to return to the college environment and help them progress toward a degree.

17. Special Programs for Women. Recent pressures to recognize the special contributions and unique problems faced by women in America have led to the establishment of a number of women's studies programs. Usually these attempt to provide a context for understanding the historical, sociological, and psychological phenomena impinging on women to deny them access to a wide variety of human rights.

18. Continuing Adult Education Programs. Combatting the unfounded presumption that learning is primarily an activity for the young, colleges are increasingly expanding programs for the self and economic improvement of adults. The premise underlying these programs is that education is a life-long process. Formats vary greatly, typically including home study, evening coursework, or workshops. Programs include a full range of topics usually found in colleges and often additionally concentrate on topics of special interest to adults including family life education, the psychology of aging, and family recreation.

PART II
METHODOLOGY

A. Procedures and Sample

Surveys were sent to 119 historically black colleges (HBC), located in 22 municipalities, including four-year institutions, professional schools, and two year institutions. The surveys, accompanied by a cover letter, were mailed to the presidents and chief academic officers of the institutions in an attempt to receive full cooperation. The cover letter assured potential respondents that confidentiality would be strictly enforced with no institutions identified with supplied data. To ensure that standard instructions and methods were followed, respondents were provided a telephone number for contacting CAP should any questions arise.

While the return date for surveys was set as January 18, 1974, by February 1, 1974, only 45 of the institutions had responded. A follow-up letter generated 34 additional responses. Incomplete surveys were returned with a letter of explanation and by mid-April, 1974, all had been completed. The 79 responding institutions comprised 66.4 percent of the initial population of 119.

Data were computer analyzed across all institutions, by large and small colleges, and by public and private schools. Of the 79 respondent institutions, 57 had participated in one of the CAP consortia in 1971 – 1972 or 1972 – 1973. The remaining 22 had joined the 1973 – 1974 consortium. Respondents included 67 four-year institutions, 2 professional schools, and 10 two-year institutions.

The sample colleges reported enrollments ranging from 56 to 7,144 students. Faculty sizes were more difficult to assess because of part-time and school instructors, but ranged from well below 50 to over 500. On the basis of composite factors including enrollment and faculty size, 30 institutions were classified as small colleges and 49 were considered large colleges. Public institutions numbered 34, the reamining 45 being private (See Appendix A).

B. The Survey

The survey instrument (Appendix B) used was originally developed by Dr. Michael Brick and Dr. Earl McGrath, then of the Institute of Higher Education, Teachers College, Columbia University, to identify novel and creative practices in liberal arts colleges. The Office of Cooperative Academic Planning received permission to modify the instrument for use in determining the extent of curricular innovation in historically black institutions. The survey contains six sections: Identifying Information, Curriculum and Instruction, Student Services and Evaluation, Organization and Structure, Other Educational Practices, and General Questions. The present report represents the first phase of a larger investigation of innovative practices and concentrates on curricular innovation in 18 selected areas. Other phases of the study are to be reported in subsequent monographs.

Respondents were asked to write in the name of the college, address, student enrollment (full-time undergraduate), number of faculty (full-time equivalent), name and title of person completing the questionnaire and names of persons on the staff to whom further inquiries might be sent, other than the person completing the form. The section on Curriculum and Instruction was designed to determine existing innovations in the college through the use of a 28 item check-list of innovative curricular practices. Of the 28 items, 18 were deemed directly appropriate to the present report. Respondents were to check "yes" or "no" for each innovation listed, check the year introduced, indicate whether they were planning to introduce any of the innovations, and report if the practice or procedure was being used college-wide, in a department, or by a few innovative individuals. An additional question asked for a judgment of the influence of CAP on curricular innovation.

TABLE 1
DESCRIPTIVE STATISTICS FOR CURRICULAR INNOVATION

	Innovation Established		Extent of Innovation			Initiators of Innovation			
	All Years Before 1972	1972 and 1973	College-Wide	Departmental	Individual	Students	Faculty	Administration	Accrediting Agency
Curricular Innovation	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Early Childhood Education Program	45 (80.4)	11 (19.6)	7 (12.5)	48 (85.7)	1 (1.8)	2 (3.6)	44 (78.6)	9 (16.1)	9 (1.8)
Competency Based Teacher Education	22 (57.9)	16 (42.1)	13 (34.2)	22 (57.9)	3 (7.9)	0 (0.0)	19 (50.0)	16 (42.1)	3 (7.9)
Independent Study for Superior Students	28 (82.4)	6 (17.6)	23 (67.6)	9 (26.5)	2 (5.9)	1 (2.9)	25 (73.5)	7 (20.6)	1 (2.9)
Independent Study for All Students	40 (90.9)	4 (9.1)	41 (93.2)	2 (4.5)	1 (2.3)	4 (9.1)	34 (77.3)	6 (13.6)	0 (0.0)
Work-Study Program	73 (96.1)	3 (3.9)	65 (85.5)	10 (13.2)	1 (1.3)	4 (5.3)	13 (17.1)	59 (77.6)	0 (0.0)
Projects Involving Local Community	64 (91.4)	6 (8.6)	26 (37.1)	41 (58.6)	3 (4.3)	7 (10.0)	41 (58.6)	22 (31.4)	0 (0.0)
Undergraduate Study Abroad	25 (83.3)	5 (16.7)	14 (46.7)	14 (46.7)	2 (6.7)	1 (3.3)	17 (56.7)	12 (40.0)	0 (0.0)
Off Campus Study in U S	37 (92.5)	3 (7.5)	23 (57.5)	16 (40.0)	1 (2.5)	4 (10.0)	20 (50.0)	16 (40.0)	0 (0.0)
Freshman Seminars	40 (87.0)	6 (13.0)	44 (95.7)	2 (4.3)	0 (0.0)	3 (6.5)	25 (54.3)	18 (39.1)	0 (0.0)
Urban Related Programs	38 (92.7)	3 (7.3)	9 (22.0)	31 (75.6)	1 (2.4)	5 (12.2)	26 (63.4)	10 (24.4)	0 (0.0)
Honors Program	39 (84.8)	7 (15.2)	41 (89.1)	5 (10.9)	0 (0.0)	3 (6.5)	25 (54.3)	18 (39.1)	0 (0.0)
Interdisciplinary Studies	37 (67.3)	18 (32.7)	28 (50.9)	27 (49.1)	0 (0.0)	2 (3.6)	43 (78.2)	10 (18.2)	0 (0.0)
Non-Western Studies	40 (88.9)	5 (11.1)	21 (46.7)	24 (53.3)	0 (0.0)	6 (13.3)	32 (71.1)	7 (15.6)	0 (0.0)
Non-Traditional Studies	27 (71.1)	11 (28.9)	13 (34.2)	22 (57.9)	3 (7.9)	3 (7.9)	27 (71.1)	8 (21.0)	0 (0.0)
Non-Western Studies	40 (88.9)	5 (11.1)	21 (46.7)	24 (53.3)	0 (0.0)	6 (13.3)	32 (71.1)	7 (15.6)	0 (0.0)
Non-Traditional Studies	27 (71.1)	11 (28.9)	13 (34.2)	22 (57.9)	3 (7.9)	3 (7.9)	27 (71.1)	8 (21.0)	0 (0.0)
Remedial Programs	59 (90.8)	6 (9.2)	47 (72.3)	17 (26.2)	1 (1.5)	1 (1.5)	45 (69.2)	19 (29.2)	0 (0.0)
Programs for Dropouts	14 (66.7)	7 (33.3)	12 (57.1)	7 (33.3)	2 (9.5)	1 (4.8)	7 (33.3)	13 (61.9)	0 (0.0)
Special Programs for Women	4 (66.7)	2 (33.3)	3 (50.0)	3 (50.0)	0 (0.0)	0 (0.0)	3 (50.0)	3 (50.0)	0 (0.0)
Continuing Adult Education Program	30 (73.2)	11 (26.8)	16 (39.0)	23 (56.1)	2 (4.9)	3 (7.3)	16 (39.0)	22 (53.7)	0 (0.0)

PART III
RESULTS

The two major purposes of the present investigation were (1) to explore curricular innovations in predominantly black colleges and (2) to determine the effects of the Office of Cooperative Academic Planning in generating some of these innovations. Factors considered were the year in which the innovations were introduced, the pervasiveness of the innovations, the departments or other college entities which initiated the programs, and the degree to which CAP influenced the innovation.

The findings are presented in three major parts:Curricular Innovation in Historically Black Colleges, Curricular Innovation in Large and Small Historically Black Colleges, and Curricular Innovation in Public and Private Historically Black Colleges. Under each of these main headings are sub-sections on the establishment date, the extent, and the initiator of each curricular innovation, as well as a discussion of the influence of CAP in the innovation process.

A. Curricular Innovations in Historically Black Colleges

Table 1 summarizes the activities of responding black colleges in the 18 areas of curriculum innovation surveyed. The 79 institutions reported 792 innovative curricular practices among them as of 1973. The most common of these included Work-Study Programs (76), Projects involving the Local Community (70), and Remedial Programs (65). Least common were Special Programs for Women (6), Programs for Dropouts (21), and Undergraduate Study Abroad (30).

1. Establishment of Innovations

A yearly accounting (from prior to 1967 through 1973) of the establishment of innovative programs is presented in Appendix C. To allow an examination of recent trends in the establishment of innovative curricular programs, these data were dichotomized into pre-1972 establishment and 1972 or 1973 establishment as shown in Table 1. These dates are also

consistent with the 1972 beginning functions of the Office of Cooperative Academic Planning and serve well for the later examination of CAP influence.

The total number of curricular innovations reported by the 79 participating institutions is 792 (See Appendix D). Of these innovations, 130 of these were established after 1972.

For all years prior to 1972, responding institutions reported 662 curricular innovations. In 1972 and 1973 alone, they reported establishing 130 new programs. Over 42% of all presently existing (1974 report) competency-based teacher education programs were established in 1972 or 1973. The total number of programs established for both time periods is 792. Competency-based programs (16) were also second only to Interdisciplinary Studies (18) in numbers of new programs established during 1972 and 1973. New Programs during this same period in Early Childhood education (11), Non-Traditional Studies (11), and Continuing Adult Education (11) were most recently established while over 90% of all Work-Study Programs, Independent Study Programs, Projects invoiving the Local Community, Off-Campus Studies in the U. S., Urban Related Programs, and Remedial Programs were established prior to 1972.

2. Extent of Innovations

Across all categories of curricular innovation, the extent to which the programs have spread throughout the college seems primarily dependent on the specific program. Freshman Seminars, Independent Study, and Honors Programs are college-wide in 90% of the cases. A few such as Urban Related Programs and Early Childhood Education are department centered (over 80% of the instances). Most programs are roughly balanced between departmental and college-wide dispersion, and no curricular innovation is primarily the domain of individuals. Competency-Based Teacher Education, Non-Traditional Studies (7.9% each) and Drop-out Programs (9.5%) are more often associated with individuals

and then only in a few instances. Across all areas, 56% of the innovative programs are considered college-wide, 41% are departmental, and only 3% are associated solely with a particular individual.

3. Initiators of Innovation

The present investigation indicates that students are rarely considered the initiators of curriculum innovation. Only in the areas of Urban-Related Programs, Non-Western Studies, Off-Campus Study in the U.S., and Projects Involving the Local Community, were students the initiator in over 10% of the cases, with a high of only 13.3%. Accrediting agencies were even more rarely involved, the only notable instance being Competency-based Teacher Education and then in only 7.9% of all cases.

In general, innovative curricular programs were faculty initiated, especially in Interdisciplinary Studies (78.2%), Early Childhood Education (78.6%), and Independent Study (77.3%). The administration of colleges was frequently involved in the generation of innovative programs, notably in the areas of Work-Study (77.6%) and Drop-out Programs (61.9%). Of all programs, students initiated only 6% and accrediting agencies initiated fewer than 1%, while faculty started 58% with the administration credited for initiating 35%.

4. Influence of CAP

Table 2 summarizes data on the influence of the Office of Cooperative Academic Planning on the establishment of curricular innovations. Since CAP's inception in 1971, 130 innovative programs were established by responding institutions. Respondents credited CAP with having influenced the development of 72 of these programs, or more than 55%. In the areas of Non-Western Studies, Urban Programs, and Work-Study Programs, all 11 new programs noted CAP's

TABLE 2

THE INFLUENCE OF THE COOPERATIVE ACADEMIC PLANNING PROGRAM IN GENERATING CURRICULAR INNOVATIONS

INNOVATIONS	N Programs Established After 1971	N Programs Influenced by CAP	Percent Programs Influenced by CAP
Early Childhood Education	11	8	72.7
Competency-Based Education	16	9	56.3
Independent Study for Superior Students	6	4	66.7
Independent Study for All Students	4	3	75.0
Work-Study Programs	3	3	100.0
Local Community Projects	6	2	33.3
Undergraduate Study Abroad	5	4	80.0
Off-Campus Study in U.S.	3	1	33.3
Freshman Seminars	6	5	83.3
Urban Programs	3	3	100.0
Honors Programs	7	3	42.9
Interdisciplinary Studies	18	10	55.6
Non-Western Studies	5	5	100.0
Non-Traditional Studies	11	1	9.1
Remedial Programs	6	4	66.7
Programs for Dropouts	7	1	14.3
Programs for Women	2	0	0.0
Continuing Education Programs	11	6	54.5
Total	130	72	55.4

influence. Over 80% of the Undergraduate Study Abroad and Freshman Seminar programs, and over 70% of the Independent Study and Early Childhood Education programs indicated that CAP had influenced their beginning. CAP was reported to have limited impact on Local Community Projects, Off-Campus Study in the U.S., Dropout programs, and very little effect on Non-Traditional Studies and Programs for Women.

B. Curricular Innovations in Large and Small Historically Black Colleges

The 30 small Black colleges reported 247 innovative programs, while the 49 larger institutions reported 545. Larger colleges reported proportionately more innovative curricular programs than smaller schools in nearly all areas except Competency-based Programs, Freshman Seminars, Independent Study Projects Involving Local Community, Work-Study, and Remedial Programs. Proportionately, larger colleges had markedly more Urban-Related Programs, Non-Western Studies, Continuing Adult Education, Independent Studies for Superior Students, and Off-Campus Study both abroad and in the U. S. Neither set of schools reported many Special Programs for Women, although larger schools had 5 such programs to only 1 among smaller schools.

1. Establishment of Innovations

Table 3 summarizes data on the establishment of curricular innovations in large and small black colleges. In general, their patterns of establishment are remarkably similar. Smaller colleges reported a higher rate of recent innovation, however, with 54 programs established since 1971. Of the total 247 innovative programs, 22% were formulated in 1972 and 1973. Larger schools added 75 programs to the pre-existing 470, their new programs being only 13% of the total. Smaller schools seemed to be gaining most in Early Childhood Education and Competency-based Teacher Education.

TABLE 3

ESTABLISHMENT OF CURRICULAR INNOVATIONS IN ALL HISTORICALLY BLACK COLLEGES

INNOVATIONS	Small Historically Black Colleges (30)				Large Historically Black Colleges (49)			
	All Years Before 1972		1972 and 1973		All Years Before 1972		1972 and 1973	
	N	(%)	N	(%)	N	(%)	N	(%)
Early Childhood Education Program	9	(52.9)	8	(47.1)	36	(92.3)	3	(7.7)
Competency-Based Teacher Education	6	(46.2)	7	(53.8)	16	(64.0)	9	(36.0)
Independent Study for Superior Students	5	(62.5)	3	(37.5)	23	(88.5)	3	(11.5)
Independent Study for All Students	16	(88.9)	2	(11.1)	24	(92.3)	2	(7.7)
Work-Study Program	26	(89.7)	3	(10.3)	47	(100.0)	0	(0.0)
Projects Involving Local Community	21	(84.0)	4	(16.0)	43	(95.6)	2	(4.4)
Undergraduate Study Abroad	7	(87.5)	1	(12.5)	18	(81.8)	4	(18.2)
Off-Campus Study in U.S.	7	(77.8)	2	(22.2)	30	(96.8)	1	(3.2)
Freshman Seminars	14	(87.5)	2	(12.5)	26	(86.7)	4	(13.3)
Urban-Related Programs	9	(90.0)	1	(10.0)	29	(93.5)	2	(6.5)
Honors Program	9	(75.0)	3	(25.0)	30	(88.2)	4	(11.8)
Interdisciplinary Studies	11	(64.7)	6	(35.3)	26	(68.4)	12	(31.6)
Non-Western Studies	10	(83.3)	2	(16.7)	30	(90.1)	3	(9.1)
Non-Traditional Studies	10	(76.9)	3	(23.1)	17	(68.0)	8	(32.0)
Remedial Programs	20	(87.0)	3	(13.0)	39	(92.9)	3	(7.1)
Programs for Dropouts	4	(66.7)	2	(33.3)	10	(66.7)	5	(33.3)
Special Programs for Women	1	(100.0)	0	(0.0)	3	(60.0)	2	(40.0)
Continuing Adult Education Program	7	(70.0)	3	(30.0)	23	(74.2)	8	(25.8)

2. Extent of Innovations

Table 4 outlines the extent of curricular innovation in large and small black colleges. While in general most innovations are college-wide in both sizes of institutions, there are proportionately more programs which are departmental in large institutions than in smaller colleges, where more programs are college-wide. Additionally, although smaller institutions have only 44% as many innovative programs, more programs extend only to individuals in small colleges (13) than in larger schools (11). Among small colleges, 65% of the programs were college-wide, while 53% are college-wide for larger colleges. Departmental programs comprised 30% of the cases for small colleges.

3. Initiators of Innovations

Table 5 summarizes the reported initiators of curricular innovation in large and small black colleges. Students in larger schools seem to have more commonly been program initiators than those in small schools, but in both settings, their impact has been limited. Accrediting agencies have provided little impetus for curricular innovation, only influencing Early Childhood Education and Competency-based Instruction in each school setting (at most 8% of the cases). In both large and small colleges, faculties have been the main initiators of curricular innovation, their influence ranging from 10% to 100% in small colleges and 21% to 85% in large colleges (the smallest percentage being Work-Study in both instances). Students were credited with initiating 6% of all innovative programs at both large and small colleges. Accrediting agencies initiated about 1% in each setting. Large school faculties initiated 60% of the programs, compared to 54% at smaller colleges. Small college administrators initiated 39% of the programs, while large institution administrators were credited with initiating 33%.

TABLE 4

EXTENT OF CURRICULAR INNOVATIONS

INNOVATIONS	SMALL HBC (30)						LARGE HBC (49)					
	College-Wide		Departmental		Individual		College-Wide		Departmental		Individual	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Early Childhood Education Program	5	(29.4)	11	(64.7)	1	(5.9)	2	(5.1)	36	(92.3)	1	(2.6)
Competency-Based Teacher Education	6	(46.1)	6	(46.1)	1	(7.7)	7	(28.0)	16	(64.0)	2	(8.0)
Independent Study for Superior Students	5	(62.5)	2	(25.0)	1	(12.5)	18	(69.2)	7	(26.9)	1	(3.8)
Independent Study for All Students	18	(100.0)	0	(0.0)	0	(0.0)	23	(88.5)	2	(7.7)	1	(3.8)
Work-Study Program	26	(89.7)	2	(6.9)	1	(3.4)	39	(83.0)	8	(17.0)	0	(0.0)
Projects Involving Local Community	10	(40.0)	12	(48.0)	3	(12.0)	16	(35.6)	29	(64.4)	0	(0.0)
Undergraduate Study Abroad	5	(62.5)	2	(25.0)	1	(12.5)	9	(40.9)	12	(54.5)	1	(4.5)
Off-Campus Study in U.S.	4	(44.4)	4	(44.4)	1	(11.1)	19	(61.3)	12	(38.7)	0	(0.0)
Freshman Seminars	15	(93.8)	1	(6.2)	0	(0.0)	29	(96.7)	1	(3.3)	0	(0.0)
Urban-Related Programs	4	(40.0)	5	(50.0)	1	(10.0)	5	(16.1)	26	(83.9)	0	(0.0)
Honors Program	11	(91.7)	1	(8.3)	0	(0.0)	30	(88.2)	4	(11.8)	0	(0.0)
Interdisciplinary Studies	11	(64.7)	6	(35.3)	0	(0.0)	17	(44.7)	21	(55.3)	0	(0.0)
Non-Western Studies	6	(50.0)	6	(50.0)	0	(0.0)	15	(45.5)	18	(54.5)	0	(0.0)
Non-Traditional Studies	5	(38.5)	7	(53.8)	1	(7.7)	8	(32.0)	15	(60.0)	2	(8.0)
Remedial Programs	19	(82.6)	4	(17.4)	0	(0.0)	28	(66.7)	13	(30.9)	1	(2.4)
Programs for Dropouts	4	(66.7)	2	(33.3)	0	(0.0)	8	(53.3)	5	(33.3)	2	(13.3)
Special Programs for Women	1	(100.0)	0	(0.0)	0	(0.0)	2	(40.0)	3	(60.0)	0	(0.0)
Continuing Adult Education Program	5	(50.0)	3	(30.0)	2	(20.0)	11	(35.5)	20	(64.5)	0	(0.0)

TABLE 5

INITIATORS OF CURRICULAR INNOVATIONS

INNOVATIONS	SMALL HBC (30)								LARGE HBC (49)							
	Students		Faculty		Administration		Accrediting Agency		Students		Faculty		Administration		Accrediting Agency	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Early Childhood Education Program	2	(11.8)	12	(70.6)	2	(11.8)	1	(5.9)	0	(0.0)	32	(82.0)	6	(15.4)	1	(2.6)
Competency-Based Teacher Education	0	(0.0)	5	(38.5)	7	(53.8)	1	(7.7)	0	(0.0)	14	(56.0)	9	(36.0)	2	(8.0)
Independent Study for Superior Students	0	(0.0)	4	(50.0)	4	(50.0)	0	(0.0)	1	(3.8)	21	(80.8)	3	(11.5)	1	(3.8)
Independent Study for All Students	1	(5.5)	12	(66.7)	5	(27.8)	0	(0.0)	3	(11.5)	22	(84.6)	1	(3.8)	0	(0.0)
Work-Study Program	1	(3.4)	3	(10.3)	25	(86.2)	0	(0.0)	3	(6.4)	10	(21.3)	34	(72.3)	0	(0.0)
Projects Involving Local Community	2	(8.0)	13	(52.0)	10	(40.0)	0	(0.0)	5	(11.1)	28	(62.2)	12	(26.7)	0	(0.0)
Undergraduate Study Abroad	1	(12.5)	4	(50.0)	3	(37.5)	0	(0.0)	0	(0.0)	13	(59.1)	9	(40.9)	0	(0.0)
Off-Campus Study in U.S.	1	(11.1)	3	(33.3)	5	(55.6)	0	(0.0)	3	(9.7)	17	(54.8)	11	(35.5)	0	(0.0)
Freshman Seminars	1	(6.2)	7	(43.8)	8	(50.0)	0	(0.0)	2	(6.7)	18	(60.0)	10	(33.3)	0	(0.0)
Urban-Related Programs	2	(20.0)	7	(70.0)	1	(10.0)	0	(0.0)	3	(9.7)	19	(61.3)	9	(29.0)	0	(0.0)
Honors Program	2	(16.7)	5	(41.7)	5	(41.7)	0	(0.0)	1	(2.9)	20	(58.8)	13	(38.2)	0	(0.0)
Interdisciplinary Studies	0	(0.0)	15	(88.2)	2	(11.8)	0	(0.0)	2	(5.3)	28	(73.7)	8	(21.0)	0	(0.0)
Non-Western Studies	0	(0.0)	11	(91.7)	1	(8.3)	0	(0.0)	6	(18.2)	21	(63.6)	6	(18.2)	0	(0.0)
Non-Traditional Studies	0	(0.0)	7	(53.8)	6	(46.2)	0	(0.0)	3	(12.0)	20	(80.0)	2	(8.0)	0	(0.0)
Remedial Programs	0	(0.0)	16	(69.6)	7	(30.4)	0	(0.0)	1	(2.4)	29	(69.0)	12	(28.6)	0	(0.0)
Programs for Dropouts	1	(16.7)	2	(33.3)	3	(50.0)	0	(0.0)	0	(0.0)	5	(33.3)	10	(66.7)	0	(0.0)
Special Programs for Women	0	(0.0)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	2	(40.0)	3	(60.0)	0	(0.0)
Continuing Adult Education Program	0	(0.0)	8	(80.0)	2	(20.0)	0	(0.0)	3	(9.7)	8	(25.8)	20	(64.5)	0	(0.0)

4. Influence of CAP

Table 6 summarizes data on the influence of CAP on curricular innovation in large and small black colleges. Of the 54 curricular innovations in small schools in 1972 and 1973, 23 (42.4%) were reportedly influenced by CAP. Among larger institutions, 57 of 76, or 75%, reported innovations were influenced by CAP. Excluding Programs for Women (0%) and Dropout Programs (25%), among all other large school programs, CAP was an influence on at least 50% of all cases, and on 100% of the programs in 9 areas. CAP's impact on smaller schools was considerably more variable proving highly influential on programs in the areas of Independent Study for Superior Students, Freshman Seminars, and Urban Programs and of little influence on several others.

C. Curricular Innovations in Public and Private Black Colleges

The 34 public black colleges reported 371 innovative curricular programs, while 45 private colleges reported 421. Numbers of innovative programs seem relatively independent of the public or private status of the institutions as their programs per school are quite comparable (public schools having a slightly higher percentage of 10.9 to 9.4). Private schools report proportionately more Independent Study and Work-Study programs, while public schools have markedly more Continuing Adult Education Programs and more Programs for Dropouts. Work-Study, Local Community, Early Childhood, and Remedial Programs were the most curricular innovations at both public and private schools.

1. Establishment of Innovations

Table 7 summarizes data on the establishment of curricular innovations in public and private black institutions. Of the 371 public schools, 57 innovations were established in 1972 and 1973 compared to 73 of 421 for private schools. Quite obviously public and private schools have instituted

TABLE 6

THE INFLUENCE OF THE COOPERATIVE ACADEMIC PLANNING PROGRAM IN GENERATING CURRICULAR INNOVATIONS IN SMALL AND LARGE HISTORICALLY BLACK COLLEGES

INNOVATIONS	SMALL HBC			LARGE HBC			TOTAL PROG.*
	N Programs Established After 1971	N Programs Influenced by CAP	Percent Programs Influenced by CAP	N Programs Established After 1971	N Programs Influenced by CAP	Percent Programs Influenced by CAP	
Early Childhood Education	8	5	62.5	3	3	100.0	11
Competency-Based Education	7	3	42.9	9	6	66.7	16
Independent Study for Superior Students	4	3	75.0	2	1	50.0	6
Independent Study for All Students	2	1	50.0	2	2	100.0	4
Work-Study Programs	0	0	0.0	3	3	100.0	3
Local Community Projects	4	0	0.0	2	2	100.0	6
Undergraduate Study Abroad	1	0	0.0	4	4	100.0	5
Off-Campus Study in U.S.	2	0	0.0	1	1	100.0	3
Freshman Seminars	2	2	100.0	4	3	75.0	6
Urban Programs	1	1	100.0	2	2	100.0	3
Honors Programs	3	0	0.0	4	3	75.0	7
Interdisciplinary Studies	6	1	16.7	12	9	75.0	18
Non-Western Studies	2	2	100.0	3	3	100.0	5
Non-Traditional Studies	3	3	100.0	8	6	75.0	11
Remedial Programs	3	1	33.3	3	3	100.0	6
Programs for Dropouts	3	0	0.0	4	1	25.0	7
Programs for Women	0	0	0.0	2	0	0.0	2
Continuing Education	3	1	33.3	8	5	62.5	11
TOTAL	54	23	42.4	76	57	75.0	130

Number of Small Colleges Surveyed = 30; Number of Large Colleges Surveyed = 49

*Established after 1971

TABLE 7

ESTABLISHMENT OF CURRICULAR INNOVATIONS IN PUBLIC AND PRIVATE HISTORICALLY BLACK COLLEGES

INNOVATIONS	PUBLIC COLLEGES (34)				PRIVATE COLLEGES (45)			
	All Years Before 1972		1972 and 1973		All Years Before 1972		1972 and 1973	
	N	(%)	N	(%)	N	(%)	N	(%)
Early Childhood Education Program	21	(84.0)	4	(16.0)	24	(77.4)	7	(22.6)
Competency-Based Teacher Education	12	(57.1)	9	(42.9)	10	(58.8)	7	(41.2)
Independent Study for Superior Stuoents	15	(93.7)	1	(6.3)	13	(72.2)	5	(27.8)
Independent Study for All Students	16	(94.1)	1	(5.9)	24	(88.9)	3	(11.1)
Work-Study Program	32	(100.0)	0	(0.0)	41	(93.2)	3	(6.8)
Projects Involving Local Community	30	(93.7)	2	(6.3)	34	(89.5)	4	(10.5)
Undergraduate Study Abroad	9	(75.0)	3	(25.0)	16	(88.9)	2	(11.1)
Off-Campus Study in U.S.	19	(95.0)	1	(5.0)	18	(90.0)	2	(10.0)
Freshman Seminars	18	(90.0)	2	(10.0)	22	(84.6)	4	(15.4)
Urban-Related Programs	18	(90.0)	2	(10.0)	20	(95.2)	1	(4.8)
Honors Program	17	(85.0)	3	(15.0)	22	(84.6)	4	(15.4)
Interdisciplinary Studies	17	(70.8)	7	(29.2)	20	(64.5)	11	(35.5)
Non-Western Studies	19	(90.5)	2	(9.5)	21	(87.5)	3	(12.5)
Non-Traditional Studies	11	(64.7)	6	(35.3)	16	(76.2)	5	(23.8)
Remedial Programs	27	(93.1)	2	(6.9)	32	(88.9)	4	(11.1)
Programs for Dropouts	8	(66.7)	4	(33.3)	6	(66.7)	3	(33.3)
Special Programs for Women	3	(75.0)	1	(25.0)	1	(50.0)	1	(50.0)
Continuing Adult Education Program	21	(72.4)	8	(27.6)	9	(75.0)	3	(25.0)

innovations in curriculum at about the same rate, their new (1972 and 1973) programs comprising 16% (public) and 17% (private) of their total innovative programs. Although their patterns of development across areas is extremely similar, private schools appear to have an accelerated interest in Independent Study for Superior Students (27.8% new programs to 6.3% for public colleges), while public schools seem more recently to have begun instituting programs for Undergraduate Study Abroad and Non-Traditional Studies.

2. Extent of Innovation

Table 8 outlines the extent of curricular innovation in public and private black colleges. In public colleges, 52% of all programs were college-wide while 60% were college-wide for private institutions. Public college departments were responsible for 46% of all innovative programs for public schools and 36% for private schools. Clearly, private schools had more programs associated only with individuals than did public schools (17 to 7). The majority of all programs were college-wide for both classifications of institutions, the most notable exceptions being Early Childhood Education (92% and 81% departmental), and Urban-Related Programs (85% and 67% departmental). Honors Programs, Independent Study Programs, Freshman Seminars, and Work-Study Programs were almost totally college-wide for all schools.

3. Initiators of Innovation

Table 9 summarizes the reported initiators of curricular innovation for public and private black colleges. In public schools, students initiated 8% of all programs, while in private schools, they were responsible for 5% of all programs. Faculties were credited with initiating 57% of programs in public schools, 60% of the programs in private schools. Administrators initiated about 35% of the curricular innovations in each setting, while accrediting agencies were

TABLE 8

EXTENT OF CURRICULAR INNOVATIONS IN PUBLIC AND PRIVATE HISTORICALLY BLACK COLLEGES

INNOVATIONS	PUBLIC COLLEGES (34)						PRIVATE COLLEGES (45)					
	College-Wide		Departmental		Individual		College-Wide		Departmental		Individual	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Early Childhood Education Program	2	(8.0)	23	(92.0)	0	(0.0)	5	(16.1)	25	(80.6)	1	(3.2)
Competency-Based Teacher Education	6	(28.6)	14	(66.7)	1	(4.8)	7	(41.2)	8	(47.1)	2	(11.8)
Independent Study for Superior Students	13	(81.3)	3	(18.7)	0	(0.0)	10	(55.6)	6	(33.3)	2	(11.1)
Independent Study for All Students	15	(88.2)	1	(5.9)	1	(5.9)	25	(96.3)	1	(3.7)	0	(0.0)
Work-Study Program	27	(84.4)	5	(15.6)	0	(0.0)	38	(86.4)	5	(11.4)	1	(2.3)
Projects Involving Local Community	12	(37.5)	20	(62.5)	0	(0.0)	14	(36.8)	21	(55.3)	3	(7.9)
Undergraduate Study Abroad	3	(25.0)	8	(66.7)	1	(8.3)	11	(61.1)	6	(33.3)	1	(5.6)
Off-Campus Study in U.S.	11	(55.0)	8	(40.0)	1	(5.0)	11	(55.0)	8	(40.0)	1	(5.0)
Freshman Seminars	19	(95.0)	1	(5.0)	0	(0.0)	25	(96.2)	1	(3.8)	0	(0.0)
Urban-Related Programs	3	(15.0)	17	(85.0)	0	(0.0)	6	(28.6)	14	(66.7)	1	(4.8)
Honors Program	17	(85.0)	3	(15.0)	0	(0.0)	24	(92.3)	2	(7.6)	0	(0.0)
Interdisciplinary Studies	11	(45.8)	13	(54.2)	0	(0.0)	17	(54.8)	14	(45.2)	0	(0.0)
Non-Western Studies	11	(52.4)	10	(47.6)	0	(0.0)	10	(41.7)	14	(58.3)	0	(0.0)
Non-Traditional Studies	4	(23.5)	12	(70.6)	1	(5.9)	9	(42.9)	10	(47.6)	2	(9.5)
Remedial Programs	20	(69.0)	8	(27.6)	1	(3.4)	27	(75.0)	9	(25.0)	0	(0.0)
Programs for Dropouts	7	(58.3)	4	(33.3)	1	(8.3)	5	(55.6)	3	(33.3)	1	(11.1)
Special Programs for Women	1	(25.0)	3	(75.0)	0	(0.0)	2	(100.0)	0	(0.0)	0	(0.0)
Continuing Adult Education Program	11	(37.9)	18	(62.1)	0	(0.0)	5	(41.7)	5	(41.7)	2	(16.7)

TABLE 9

INITIATORS OF CURRICULAR INNOVATIONS IN PUBLIC AND PRIVATE HISTORICALLY BLACK COLLEGES

INNOVATIONS	PUBLIC COLLEGES (34)				PRIVATE COLLEGES (45)			
	Students	Faculty	Administration	Accrediting Agency	Students	Faculty	Administration	Accrediting Agency
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Early Childhood Education Program	0 (0.0)	20 (80.0)	5 (20.0)	0 (0.0)	2 (6.5)	24 (77.4)	4 (12.9)	1 (3.2)
Competency-Based Teacher Education	0 (0.0)	12 (57.1)	8 (38.1)	1 (4.8)	0 (0.0)	7 (41.2)	8 (47.1)	2 (11.8)
Independent Study for Superior Students	1 (6.3)	12 (75.0)	3 (18.7)	0 (0.0)	0 (0.0)	13 (72.2)	4 (22.2)	1 (5.6)
Independent Study for All Students	3 (17.6)	13 (76.5)	1 (5.9)	0 (0.0)	1 (3.7)	21 (77.8)	5 (18.5)	0 (0.0)
Work-Study Program	3 (9.4)	5 (15.6)	24 (75.0)	0 (0.0)	1 (2.3)	8 (18.2)	35 (79.5)	0 (0.0)
Projects Involving Local Community	3 (9.4)	21 (65.6)	8 (25.0)	0 (0.0)	4 (10.5)	20 (52.6)	14 (36.8)	0 (0.0)
Undergraduate Study Abroad	1 (8.3)	8 (66.7)	3 (25.0)	0 (0.0)	0 (0.0)	9 (50.0)	9 (50.0)	0 (0.0)
Off-Campus Study in U.S.	3 (15.0)	8 (40.0)	9 (45.0)	0 (0.0)	1 (5.0)	12 (60.0)	7 (35.0)	0 (0.0)
Freshman Seminars	1 (5.0)	13 (65.0)	6 (30.0)	0 (0.0)	2 (7.7)	12 (46.2)	12 (46.2)	0 (0.0)
Urban-Related Programs	2 (10.0)	11 (55.0)	7 (35.0)	0 (0.0)	3 (14.3)	15 (71.4)	3 (14.3)	0 (0.0)
Honors Program	1 (5.0)	10 (50.0)	9 (45.0)	0 (0.0)	2 (7.6)	15 (57.7)	9 (34.6)	0 (0.0)
Interdisciplinary Studies	2 (8.3)	18 (75.0)	4 (16.7)	0 (0.0)	0 (0.0)	25 (80.6)	6 (19.4)	0 (0.0)
Non-Western Studies	5 (23.8)	12 (57.1)	4 (19.0)	0 (0.0)	2 (8.3)	20 (83.3)	2 (8.3)	0 (0.0)
Non-Traditional Studies	2 (11.8)	14 (82.4)	1 (5.9)	0 (0.0)	1 (4.8)	13 (61.9)	7 (33.3)	0 (0.0)
Remedial Programs	1 (3.4)	18 (62.1)	10 (34.5)	0 (0.0)	0 (0.0)	27 (75.0)	9 (25.0)	0 (0.0)
Programs for Dropouts	0 (0.0)	4 (33.3)	8 (66.7)	0 (0.0)	1 (11.1)	3 (33.3)	5 (55.6)	0 (0.0)
Special Programs for Women	0 (0.0)	2 (50.0)	2 (50.0)	0 (0.0)	0 (0.0)	1 (50.0)	1 (50.0)	0 (0.0)
Continuing Adult Education Program	3 (10.3)	9 (31.0)	17 (58.6)	0 (0.0)	0 (0.0)	7 (58.3)	5 (41.7)	0 (0.0)

responsible for initiating fewer than 1%. Administrators were most active in Work-Study Programs and Dropout Programs, while faculty were most clearly initiators of Interdisciplinary Studies, Early Childhood, and Independent Study Programs both for all students and superior students. Students were generally most active as initiators of Projects Involving the Local Community and Urban-related programs.

4. Influence of CAP

Table 10 summarizes data on the influence of CAP in promoting curricular innovation in public and private black colleges. Of the 57 curricular innovations reported by public schools for 1972 – 1973, CAP was credited with influencing 36, or 63.2%. Among private school programs, 37 of 73 new innovative programs (50.7%) were influenced by CAP. CAP's influence with public colleges seemed greatest in Early Childhood Education and Interdisciplinary Studies, although in 9 of 18 curricular areas, CAP was credited with influencing 100% of the programs. Among private colleges, CAP most strongly influenced programs in Non-Western Studies, Freshman Seminars, and Work-Study. CAP's influence seemed limited in 4 areas for public schools (Work-Study Programs, Off-campus Study in U. S., Non-Traditional Studies and Programs for Dropouts) and 6 areas for private schools (Local Community Projects, Honors Programs, Interdisciplinary Studies, Non-Traditional Studies, Program for Dropouts, and Programs for Women), with rather surprising differentiation among areas between school categories.

TABLE 10

THE INFLUENCE OF COOPERATIVE ACADEMIC PLANNING IN GENERATING CURRICULAR INNOVATIONS IN PUBLIC AND PRIVATE HISTORICALLY BLACK COLLEGES

	PUBLIC HBC			PRIVATE HBC		
INNOVATIONS	N Programs Established After 1971	N Programs Influenced by CAP	Percent Programs Influenced by CAP	N Programs Established After 1971	N Programs Influenced by CAP	Percent Programs Influenced by CAP
Early Childhood Education	4	4	100.0	7	4	57.14
Competency-Based Education	9	6	66.7	7	3	42.8
Independent Study for Superior Students	1	1	100.0	5	3	60.0
Independent Study for All Students	1	1	100.0	3	2	66.7
Work-Study Programs	0	0	0.0	3	3	100.0
Local Community Projects	2	2	100.0	4	0	0.0
Undergraduate Study Abroad	3	3	100.0	2	1	50.0
Off-Campus Study in U.S.	1	0	0.0	2	1	50.0
Freshman Seminars	2	1	50.0	4	4	100.0
Urban Programs	2	2	100.0	1	1	100.0
Honors Programs	3	3	100.0	4	0	0.0
Interdisciplinary Studies	7	6	85.7	11	4	36.4
Non-Western Studies	2	2	100.0	3	3	100.0
Non-Traditional Studies	6	0	0.0	5	1	20.0
Remedial Programs	2	1	50.0	4	3	75.0
Programs for Dropouts	4	0	0.0	3	1	33.3
Programs for Women	1	1	100.0	1	0	0.0
Continuing Education	7	3	42.8	4	3	75.0
TOTAL	57	36	63.2	73	37	50.7

PART IV
CONCLUSIONS

Originally founded in the dogmas of church and racial sterotype presumptions, black colleges and universities have had ample precedent to resist change. Because they have chosen instead to innovate their curricula, as demonstrated by the present report, is a testimony to the ingenuity, progressive spirit and commitment to a more relevant role in the lives of their students and black eduators. On the average, over 10 curricular innovations out of a possible 18 were reported by each of the 79 responding institutions.

The significant differences in innovative practices seem to exist between private and public black colleges or between large and small black colleges. Larger colleges, as might be expected, report more innovations which might be construed as academic-intellectual in nature while smaller colleges report more student-life kinds of innovations.

The most interesting and noteworthy aspects of the study come from an examination of data reported across all colleges and universities. The colleges reported 792 innovative practices, over 16% of which have been established in the most recently reported two-year period, more than 55% were influenced by CAP in some manner.

Across all categories of innovations, faculties were the initiators of nearly 60% of all programs; administrators were credited with starting 35%, while students apparently initiated only about 6% of the programs. The latter figure may be misleading as respondents may well have credited programs which were originally stimulated by students to the more easily identified role of faculty or administration. Clearly, however, students are not fulfilling the potential for curricular innovation which their role allows them. While faculties are in the majority as initiators of programs, it is somewhat surprising that such a large percent of all programs was, according to the reported data, initiated through administrative influence.

Data in the present form also suggest that programs have not spread widely throughout the colleges as might be expected. While 56% of the programs are college-wide, many of these must be virtually by definition (e.g., Work-Study, Honors, Freshman Seminars, Independent

Study). This implies that many programs have remained departmentalized, perhaps at an educational cost to many students. In smaller schools, a disproportionate number of programs remain associated only with individuals.

The most frequently occurring curricular innovations included Work-Study Programs, Projects Involving the Local Community, and Remedial Programs, most of which have a larger history than the other innovations. Those showing particular strength and popularity in recent years include Competency-Based Teacher Education, Early Childhood Education, Interdisciplinary Studies, and Continuing Adult Education.

One of the more surprising findings of the study was the nearly total lack of Programs for Women. Only 6 of the 792 (0.8%) programs reported involved women's study. This figure may have risen during 1974. Clearly, however, women's studies are infrequent among the investigated colleges. The historically black colleges of America constitute a unique source of insight into the psychology and sociology of the denial of human rights and, thusly, would seem to be an invaluable potential resource for the study of women.

RECOMMENDATIONS

On the basis of the data presented, the following recommendations seem appropriate:

1. Historically black colleges should facilitate more sharing of experiences with curricular innovations among themselves. The full range of innovations is underway among the colleges and the interchange about their successes (or failures) could facilitate program planning.

2. Departments and individuals responsible for innovations should exchange information within their own college in order to increase the benefits of innovation college-wide for all students.

3. Students should be more widely encouraged, both formally and informally (perhaps through committees), to contribute to the planning of curricular innovations.

4. Faculties should undertake a stronger role in initiating curricular innovation. A disproportionate number of innovations were credited to administrative influence. Faculty committees on innovative programs would perhaps prove useful.

5. Programs for the study of women should be seriously considered.

6. Historically black colleges should continue to utilize consortial efforts which concentrate on meeting their program planning and implementation needs.

ALPHABETICAL LISTING OF COLLEGES AND UNIVERSITIES RESPONDING TO THE SURVEY

APPENDIX A

ALPHABETICAL LISTING OF COLLEGES AND UNIVERSITIES RESPONDING TO THE SURVEY

	NAME	LOCATION	CONTROL
1.	Alabama A & M University	Huntsville, Alabama	State
2.	Alabama Lutheran Jr. College	Selma, Alabama	Private
3.	Albany State College	Albany, Georgia	State
4.	Alcorn State University	Lorman, Mississippi	State
5.	Allen University	Columbia, South Carolina	Private
6.	Arkansas Baptist College	Little Rock, Arkansas	Private
7.	Atlanta University	Atlanta, Georgia	Private
8.	Benedict College	Columbia, South Carolina	Private
9.	Bennett College	Greensboro, North Carolina	Private
10.	Bethune-Cookman College	Daytona Beach, Florida	Private
11.	Bishop College	Dallas, Texas	Private
12.	Bishop State Jr. College	Mobile, Alabama	State
13.	Bowie State College	Bowie, Maryland	State
14.	Cheyney State College	Cheyney, Pennsylvania	State
15.	Claflin College	Orangeburg, South Carolina	Private
16.	Clark College	Atlanta, Georgia	Private
17.	Coppin State College	Baltimore, Maryland	State
18.	Daniel Payne College	Birmingham, Alabama	Private
19.	Delaware State College	Dover, Delaware	State
20.	Dillard University	New Orleans, Louisiana	Private
21.	D. C. Teacher.s College	Washington, D. C.	State
22.	Edward Waters College	Jacksonville, Florida	Private
23.	Elizabeth City State College	Elizabeth City, North Carolina	State
24.	Fayetteville State College	Fayetteville, North Carolina	State
25.	Federal City College	Washington, D. C.	State
26.	Fisk University	Nashville, Tennessee	Private
27.	Florida A & M University	Tallahassee, Florida	State
28.	Fort Valley State College	Fort Valley, Georgia	State
29.	Friendship Jr. College	Rock Hill, South Carolina	Private
30.	Hampton Institute	Hampton, Virginia	Private
31.	Howard University	Washington, D. C.	Private
32.	Huston-Tillotson College	Austin, Texas	Private
33.	Jackson State University	Jackson, Mississippi	State

NAME	LOCATION	CONTROL
34. Jarvis Christian College	Hawkins, Texas	Private
35. Johnson C. Smith University	Charlotte, North Carolina	Private
36. Kentucky State University	Frankfort, Kentucky	State
37. Kittrell Jr. College	Kittrell, North Carolina	Private
38. Knoxville College	Knoxville, Tennessee	Private
39. Lane College	Jackson, Tennessee	Private
40. Langston University	Langston, Oklahoma	State
41. Lawson State Community College	Birmingham, Alabama	State
42. LeMoyne-Owen College	Memphis, Tennessee	Private
43. Lincoln University	Jefferson City, Missouri	State
44. Livingstone College	Salisbury, North Carolina	Private
45. Malcolm-King College	New York City, New York	Private
46. Mary Holmes College	West Point, Mississippi	Private
47. Medgar Evers College	New York City, New York	Private
48. Meharry Medical College	Nashville, Tennessee	Private
49. Mississippi Industrial College	Holy Springs, Mississippi	Private
50. Mississippi Valley State College	Itta Bena, Mississippi	State
51. Morehouse College	Alabama, Georgia	Private
52. Morgan State College	Baltimore, Maryland	State
53. Natchez Jr. College	Natchez, Mississippi	Private
54. Norfolk State College	Norfolk, Virginia	State
55. North Carolina A & T University	Greensboro, North Carolina	State
56. North Carolina Central University	Durham, North Carolina	State
57. Oakwood College	Huntsville, Alabama	Private
58. Paul Quinn College	Waco, Texas	Private
59. Rust College	Holy Springs, Mississippi	Private
60. Saint Augustine's College	Raleigh, North Carolina	Private
61. Shaw University	Raleigh, North Carolina	Private
62. South Carolina State University	Orangeburg, South Carolina	State
63. Southern University – Baton Rouge Campus	Baton Rouge, Louisiana	State
64. Southern University – New Orleans Campus	New Orleans, Louisiana	State
65. Southwestern Christian College	Terrell, Texas	Private
66. Spelman College	Atlanta, Georgia	Private
67. Talladega College	Talladega, Alabama	Private

NAME		LOCATION	CONTROL
68.	Texas Southern University	Houston, Texas	State
69.	Tougaloo College	Tougaloo, Mississippi	Private
70.	Tuskegee Institute	Tuskegee, Alabama	Private
71.	University of Maryland — Eastern Shore	Princess Anne, Maryland	State
72.	College of the Virgin Islands	Saint Thomas, Virgin Islands	State
73.	Virginia State University	Petersburg, Virginia	State
74.	Virginia Union University	Richmond, Virginia	Private
75.	Voorhees College	Denmark, South Carolina	Private
76.	Washington Technical Institute	Washington, D. C.	State
77.	West Virginia State College	Institute, West Virginia	State
78.	Wilberforce University	Wilberforce, Ohio	State
79.	Wiley College	Marshall, Texas	Private

SURVEY REPORT FORM

APPENDIX B

SURVEY FORM

NAME: _____

COLLEGE/UNIVERSITY: _____

YOUR RANK OR POSITION: _____

STUDENT ENROLLMENT (FULL-TIME UNDERGRADUATE): _____

NUMBER OF FACULTY (FULL-TIME EQUIVALENT): _____

DIRECTIONS

The following is a list of educational practices in the areas of curriculum instruction, student services and student evaluation, organization and structure and course offerings.

In column A, indicate by check whether or not your institution is doing anything innovative or unusual in this area, and if you are planning to do anything innovative or unusual in the near future. For the purpose of this study, innovation is defined as a new practice or procedure for your institution.

In column B, indicate by check the time of the introduction of the innovative practice.

In column C, indicate the extent of the innovation. If it is college-wide, indicate by check; if it is confined to a specific division or is engaged in by a few innovative individuals, designate the location of the practice by using the following symbols: (A) for Agriculture; (B) for Arts and Humanities; (C) for Biological Science; (D) for Business; (E) for Education; (F) for Engineering; (G) for Health Fields; (H) for Home Economics; (I) for Mathematics; (J) for Physical Science; (K) for Social Science; (L) for other [specify].

In column D, designate who initiated the innovation by using the following symbols: (S) for students; (F) for faculty; (AC) for accrediting body; (AD) for administration.

In column E, indicate by a check whether or not the Cooperative Academic Planning (CAP) program was instrumental/influential in generating the innovation.

Refer to glossary (Part G) for clarification of terminology.

	Column A		Column B									Column C			Column D	Column E	
	Yes	No	Introduced Prior to September, 1967	Introduced in 1968	Introduced in 1969	Introduced in 1970	Introduced in 1971	Introduced in 1972	Introduced in 1973	Planning to introduce		College-wide	Departmental	Individual	Initiated By	Was the Cooperative Academic Planning Program instrumental/influential in generating the innovation? Yes	No
1. Early Childhood Education Program	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Competency-Based Teacher Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Independent Study for Superior Students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Independent Study for All Students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. Work-Study Program	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
6. Projects Involving Local Community	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
7. Undergraduate Study Abroad	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
8. Off-Campus Study in U.S.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
9. Freshman Seminars	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
10. Urban-Related Programs	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
11. Honors Program	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
12. Interdisciplinary Studies	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
13. Non-Western Studies	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
14. Non-Traditional Studies	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
15. Remedial Programs	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
16. Programs for Dropouts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
17. Special Programs for Women	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
18. Continuing Adult Education Program	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]		[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

STATISTICAL TABLES

APPENDIX C

DETAILED STATISTICS FOR THE ESTABLISHMENT OF CURRICULAR INNOVATIONS FOR ALL HISTORICALLY BLACK COLLEGES

INNOVATION	Prior to September 1967 N (%)	1968 N (%)	1969 N (%)	1970 N (%)	1971 N (%)	1972 N (%)	1973 N (%)
Early Childhood Education Program	13 (23.2)	2 (3.6)	7 (12.5)	11 (19.6)	12 (21.4)	2 (3.6)	9 (16.1)
Competency-Based Teacher Education	2 (5.3)	2 (5.3)	5 (13.2)	8 (21.0)	5 (13.2)	8 (21.0)	8 (21.0)
Independent Study for Superior Students	14 (41.2)	1 (2.9)	4 (11.8)	4 (11.8)	5 (14.7)	3 (8.8)	3 (8.8)
Independent Study for All Students	17 (38.6)	7 (15.9)	2 (4.5)	6 (13.6)	8 (18.2)	3 (6.8)	1 (2.3)
Work-Study Programs	43 (56.6)	8 (10.5)	7 (9.2)	10 (13.2)	5 (6.6)	3 (3.9)	0 (0.0)
Projects Involving Local Community	31 (44.3)	8 (11.4)	7 (10.0)	7 (10.0)	11 (15.7)	5 (7.1)	1 (1.4)
Undergraduate Study Abroad	14 (46.7)	3 (10.0)	4 (13.3)	3 (10.0)	1 (3.3)	1 (3.3)	4 (13.3)
Off-Campus Study in U.S.	21 (52.5)	2 (5.0)	6 (15.0)	7 (17.5)	1 (2.5)	2 (5.0)	1 (2.5)
Freshman Seminars	23 (50.0)	3 (6.5)	6 (13.0)	5 (10.9)	3 (6.5)	3 (6.5)	3 (6.5)
Urban-Related Programs	14 (34.1)	7 (17.1)	5 (12.2)	4 (9.8)	8 (19.5)	1 (2.4)	2 (4.9)
Honors Program	28 (60.9)	2 (4.3)	2 (4.3)	4 (8.7)	3 (6.5)	1 (2.2)	6 (13.0)
Interdisciplinary Studies	13 (23.6)	9 (16.4)	4 (7.3)	5 (9.1)	6 (10.9)	10 (18.2)	8 (14.5)
Non-Western Studies	17 (37.8)	7 (15.6)	7 (15.6)	5 (11.1)	4 (8.9)	4 (8.9)	1 (2.2)
Non-Traditional Studies	7 (18.4)	1 (2.6)	8 (21.0)	5 (13.2)	6 (15.8)	5 (13.2)	6 (15.8)
Remedial Programs	45 (69.2)	4 (6.2)	4 (6.2)	4 (6.2)	2 (3.1)	1 (1.5)	5 (7.7)
Programs for Dropouts	6 (28.6)	2 (9.5)	3 (14.3)	2 (9.5)	1 (4.8)	5 (23.8)	2 (9.5)
Special Programs for Women	1 (16.7)	0 (0.0)	0 (0.0)	3 (50.0)	0 (0.0)	1 (16.7)	1 (16.7)
Continuing Adult Education Program	15 (36.6)	7 (17.1)	3 (7.3)	3 (7.3)	2 (4.9)	5 (12.2)	6 (14.6)

DETAILED STATISTICS FOR THE ESTABLISHMENT OF CURRICULAR INNOVATIONS FOR ALL SMALL HISTORICALLY BLACK COLLEGES

INNOVATION	Prior to September 1967 N (%)	1968 N (%)	1969 N (%)	1970 N (%)	1971 N (%)	1972 N (%)	1973 N (%)
Early Childhood Education Program	2 (11.8)	0 (0.0)	0 (0.0)	1 (5.9)	6 (35.3)	1 (5.9)	7 (41.2)
Competency-Based Teacher Education	0 (0.0)	1 (7.7)	0 (0.0)	1 (7.7)	4 (30.8)	3 (23.1)	4 (30.8)
Independent Study for Superior Students	2 (25.0)	0 (0.0)	1 (12.5)	1 (12.5)	1 (12.5)	3 (37.5)	0 (0.0)
Independent Study for All Students	6 (33.3)	2 (11.1)	1 (5.5)	5 (27.8)	2 (11.1)	2 (11.1)	0 (0.0)
Work-Study Programs	15 (51.7)	4 (13.8)	2 (6.9)	4 (13.8)	1 (3.4)	3 (10.3)	0 (0.0)
Projects Involving Local Community	9 (36.0)	2 (8.0)	4 (16.0)	4 (16.0)	2 (8.0)	3 (12.0)	1 (4.0)
Undergraduate Study Abroad	3 (37.5)	2 (25.0)	1 (12.5)	1 (12.5)	0 (0.0)	0 (0.0)	1 (12.5)
Off-Campus Study in U.S.	3 (33.3)	0 (0.0)	2 (22.2)	2 (22.2)	0 (0.0)	1 (11.1)	1 (11.1)
Freshman Seminars	6 (37.5)	1 (6.3)	2 (12.5)	4 (25.0)	1 (6.3)	0 (0.0)	2 (12.5)
Urban-Related Programs	3 (30.0)	2 (20.0)	2 (20.0)	0 (0.0)	2 (20.0)	1 (10.0)	0 (0.0)
Honors Program	4 (33.3)	1 (8.3)	0 (0.0)	2 (16.7)	2 (16.7)	0 (0.0)	3 (25.0)
Interdisciplinary Studies	4 (23.5)	2 (11.8)	2 (11.8)	1 (5.9)	2 (11.8)	4 (23.5)	2 (11.8)
Non-Western Studies	3 (25.0)	0 (0.0)	4 (33.3)	1 (8.3)	2 (16.7)	1 (8.3)	1 (8.3)
Non-Traditional Studies	2 (15.4)	0 (0.0)	4 (30.8)	0 (0.0)	4 (30.8)	1 (7.7)	2 (15.4)
Remedial Programs	14 (60.9)	2 (8.7)	1 (4.3)	2 (8.7)	1 (4.3)	0 (0.0)	3 (13.0)
Programs for Dropouts	1 (16.7)	2 (33.3)	0 (0.0)	1 (16.7)	0 (0.0)	2 (33.3)	0 (0.0)
Programs for Women	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Continuing Education Programs	5 (50.0)	1 (10.0)	1 (10.0)	0 (0.0)	0 (0.0)	1 (10.0)	2 (20.0)

DETAILED STATISTICS FOR THE ESTABLISHMENT OF CURRICULAR INNOVATIONS FOR ALL LARGE HISTORICALLY BLACK COLLEGES

INNOVATION	Prior to September 1967 N (%)	1968 N (%)	1969 N (%)	1970 N (%)	1971 N (%)	1972 N (%)	1973 N (%)
Early Childhood Education Program	11 (28.2)	2 (5.1)	7 (17.9)	10 (25.6)	6 (15.4)	1 (2.6)	2 (5.1)
Competency-Based Teacher Education	2 (8.0)	1 (4.0)	5 (20.0)	7 (28.0)	1 (4.0)	5 (20.0)	4 (16.0)
Independent Study for Superior Students	12 (46.2)	1 (3.8)	3 (11.5)	3 (11.5)	4 (15.4)	0 (0.0)	3 (11.5)
Independent Study for All Students	11 (42.3)	5 (19.2)	1 (3.8)	1 (3.8)	6 (23.1)	1 (3.8)	1 (3.8)
Work-Study Programs	28 (59.6)	4 (8.5)	5 (10.6)	6 (12.8)	4 (8.5)	0 (0.0)	0 (0.0)
Projects Involving Local Community	23 (48.9)	6 (13.3)	3 (6.7)	3 (6.7)	9 (20.0)	2 (4.4)	0 (0.0)
Undergraduate Study Abroad	11 (50.0)	1 (4.5)	3 (13.6)	2 (9.1)	1 (4.5)	1 (4.5)	3 (13.6)
Off-Campus Study in U.S.	18 (58.1)	2 (6.5)	4 (12.9)	5 (16.1)	1 (3.2)	1 (3.2)	0 (0.0)
Freshman Seminars	17 (56.7)	2 (6.7)	4 (13.3)	1 (3.3)	2 (6.7)	3 (10.0)	1 (3.3)
Urban-Related Problems	11 (35.5)	5 (16.1)	3 (9.7)	4 (12.9)	6 (19.4)	0 (0.0)	2 (6.5)
Honors Program	24 (70.6)	1 (2.9)	2 (5.9)	2 (5.9)	1 (2.9)	1 (2.9)	3 (8.8)
Interdisciplinary Studies	9 (23.7)	7 (18.4)	2 (5.3)	4 (10.5)	4 (10.5)	6 (15.8)	6 (15.8)
Non-Western Studies	14 (42.4)	7 (21.2)	3 (9.1)	4 (12.1)	2 (6.1)	3 (9.1)	0 (0.0)
Non-Traditional Studies	5 (20.0)	1 (4.0)	4 (16.0)	5 (20.0)	2 (8.0)	4 (16.0)	4 (16.0)
Remedial Programs	31 (73.8)	2 (4.8)	3 (7.1)	2 (4.8)	1 (2.4)	1 (2.4)	2 (4.8)
Programs for Dropouts	5 (33.3)	0 (0.0)	3 (20.0)	1 (6.7)	1 (6.7)	3 (20.0)	2 (13.3)
Programs for Women	0 (0.0)	0 (0.0)	0 (0.0)	3 (60.0)	0 (0.0)	1 (20.0)	1 (20.0)
Continuing Education Programs	10 (32.3)	6 (19.3)	2 (6.5)	3 (9.7)	2 (6.5)	4 (12.9)	4 (12.9)

DETAILED STATISTICS FOR THE ESTABLISHMENT OF CURRICULAR INNOVATIONS FOR PUBLIC HISTORICALLY BLACK COLLEGES

INNOVATION	Prior to September 1967	1968	1969	1970	1971	1972	1973
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Early Childhood Education Program	6 (24.0)	2 (8.0)	5 (20.0)	5 (20.0)	3 (12.0)	1 (4.0)	3 (12.0)
Competency-Based Teacher Education	1 (4.8)	0 (0.0)	4 (19.0)	6 (28.6)	1 (4.8)	5 (23.8)	4 (19.0)
Independent Study for Superior Students	6 (37.5)	1 (6.3)	2 (12.5)	2 (12.5)	4 (25.0)	0 (0.0)	1 (6.3)
Independent Study for All Students	7 (41.2)	2 (11.8)	1 (5.9)	1 (5.9)	5 (29.4)	0 (0.0)	1 (5.9)
Work-Study Programs	16 (50.0)	5 (15.6)	3 (9.4)	5 (15.6)	3 (9.4)	0 (0.0)	0 (0.0)
Projects Involving Local Community	16 (50.0)	2 (6.3)	3 (9.4)	1 (3.1)	8 (25.0)	2 (6.3)	0 (0.0)
Undergraduate Study Abroad	4 (33.3)	1 (8.3)	2 (16.7)	1 (8.3)	1 (8.3)	0 (0.0)	3 (25.0)
Off-Campus Study in U.S.	12 (60.0)	2 (10.0)	3 (15.0)	1 (5.0)	1 (5.0)	1 (5.0)	0 (0.0)
Freshman Seminars	11 (55.0)	2 (10.0)	2 (10.0)	1 (5.0)	2 (10.0)	2 (10.0)	0 (0.0)
Urban-Related Programs	9 (45.0)	1 (5.0)	2 (10.0)	2 (10.0)	4 (20.0)	0 (0.0)	2 (10.0)
Honors Programs	13 (65.0)	0 (0.0)	2 (10.0)	2 (10.0)	0 (0.0)	1 (5.0)	2 (10.0)
Interdisciplinary Studies	4 (16.7)	4 (16.7)	1 (4.2)	4 (16.7)	4 (16.7)	3 (12.5)	4 (16.7)
Non-Western Studies	7 (33.3)	5 (23.8)	2 (9.5)	2 (9.5)	3 (14.3)	2 (9.5)	0 (0.0)
Non-Traditional Studies	3 (17.6)	1 (5.9)	2 (11.8)	3 (17.6)	2 (11.8)	2 (11.8)	4 (23.5)
Remedial Programs	19 (65.5)	2 (6.9)	2 (6.9)	2 (6.9)	2 (6.9)	1 (3.4)	1 (3.4)
Programs for Dropouts	4 (33.3)	0 (0.0)	3 (25.0)	0 (0.0)	1 (8.3)	3 (25.0)	1 (8.3)
Programs for Women	0 (0.0)	0 (0.0)	0 (0.0)	3 (75.0)	0 (0.0)	0 (0.0)	1 (25.0)
Continuing Education Programs	8 (27.6)	6 (20.7)	3 (10.3)	3 (10.3)	1 (3.4)	4 (13.8)	4 (13.8)

APPENDIX C

DETAILED STATISTICS FOR THE ESTABLISHMENT OF CURRICULAR INNOVATIONS FOR PRIVATE HISTORICALLY BLACK COLLEGES

INNOVATION	Prior to September 1967	1968	1969	1970	1971	1972	1973
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Early Childhood Education Program	7 (22.6)	0 (0.0)	2 (6.5)	6 (19.4)	9 (29.0)	1 (3.2)	6 (19.4)
Competency-Based Teacher Education	1 (5.9)	2 (11.8)	1 (5.9)	2 (11.8)	4 (23.5)	3 (17.6)	4 (23.5)
Independent Study for Superior Students	8 (44.4)	0 (0.0)	2 (11.1)	2 (11.1)	1 (5.6)	3 (16.7)	2 (11.1)
Independent Study for All Students	10 (37.0)	5 (18.5)	1 (3.7)	5 (18.5)	3 (11.1)	3 (11.1)	0 (0.0)
Work-Study Programs	27 (61.3)	3 (6.8)	4 (9.1)	5 (11.4)	2 (4.5)	3 (6.8)	0 (0.0)
Projects Involving Local Community	15 (39.5)	6 (15.8)	4 (10.5)	6 (15.8)	3 (7.9)	3 (7.9)	1 (2.6)
Undergraduate Study Abroad	10 (55.6)	2 (11.1)	2 (11.1)	2 (11.1)	0 (0.0)	1 (5.6)	1 (5.6)
Off-Campus Study in U.S.	9 (45.0)	0 (0.0)	3 (15.0)	6 (30.0)	0 (0.0)	1 (5.0)	1 (5.0)
Freshman Seminars	12 (46.2)	1 (3.8)	4 (15.4)	4 (15.4)	1 (3.8)	1 (3.8)	3 (11.5)
Urban-Related Programs	5 (23.8)	6 (28.6)	3 (14.3)	2 (9.5)	4 (19.0)	1 (4.8)	0 (0.0)
Honors Program	15 (57.7)	2 (7.7)	0 (0.0)	2 (7.7)	3 (11.5)	0 (0.0)	4 (15.4)
Interdisciplinary Studies	9 (29.0)	5 (16.1)	3 (9.7)	1 (3.2)	2 (6.5)	7 (22.6)	4 (12.9)
Non-Western Studies	10 (41.7)	2 (8.3)	5 (20.8)	3 (12.5)	1 (4.2)	2 (8.3)	1 (4.2)
Non-Traditional Studies	4 (19.0)	0 (0.0)	6 (28.6)	2 (9.5)	4 (19.0)	3 (14.3)	2 (9.5)
Remedial Programs	26 (72.2)	2 (5.6)	2 (5.6)	2 (5.6)	0 (0.0)	0 (0.0)	4 (11.1)
Programs for Dropouts	2 (22.2)	2 (22.2)	0 (0.0)	2 (22.2)	0 (0.0)	2 (22.2)	1 (11.1)
Special Programs for Women	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (50.0)	0 (0.0)
Continuing Adult Education Program	7 (58.3)	1 (8.3)	0 (0.0)	0 (0.0)	1 (8.3)	1 (8.3)	2 (16.7)

TOTAL NUMBER OF CURRICULAR INNOVATIONS ESTABLISHED

APPENDIX D

APPENDIX D
TOTAL NUMBER OF CURRICULAR INNOVATIONS ESTABLISHED

INNOVATION	ALL HBC	SMALL HBC		LARGE HBC		PUBLIC HBC		PRIVATE HBC	
		N	(%)	N	(%)	N	(%)	N	(%)
Early Childhood Education	56	17	(30.4)	39	(69.6)	25	(44.6)	31	(55.4)
Competency-Based Education	38	13	(34.2)	25	(65.8)	21	(55.3)	17	(44.7)
Independent Study for Superior Students	34	8	(23.5)	26	(76.5)	16	(47.1)	18	(52.9)
Independent Study for All Students	44	18	(40.9)	26	(59.1)	17	(38.6)	27	(61.4)
Work-Study Programs	76	29	(38.2)	47	(61.8)	32	(42.1)	44	(57.9)
Local Community Projects	70	25	(35.7)	45	(64.3)	32	(45.7)	38	(54.3)
Undergraduate Study Abroad	30	8	(26.7)	22	(73.3)	12	(40.0)	18	(60.0)
Off-Campus Study in U.S.	40	9	(22.5)	31	(77.5)	20	(50.0)	20	(50.0)
Freshman Seminars	46	16	(34.8)	30	(65.2)	20	(43.5)	26	(56.5)
Urban Programs	41	10	(24.4)	31	(75.6)	20	(48.8)	21	(51.2)
Honors Programs	46	12	(26.1)	34	(73.9)	20	(43.5)	26	(56.5)
Interdisciplinary Studies	55	17	(30.9)	38	(69.1)	24	(43.6)	31	(56.4)
Non-Western Studies	45	12	(26.7)	33	(73.3)	21	(46.7)	24	(53.3)
Non-Traditional Studies	38	13	(34.2)	25	(65.8)	17	(44.7)	21	(55.3)
Remedial Programs	65	23	(35.4)	42	(64.6)	29	(44.6)	36	(55.4)
Programs for Dropouts	21	6	(28.6)	15	(71.4)	12	(57.1)	9	(42.9)
Programs for Women	6	1	(16.7)	5	(83.3)	4	(66.7)	2	(33.3)
Continuing Education	41	10	(24.4)	31	(75.6)	29	(70.7)	12	(29.3)
GRAND TOTALS	792	247	(31.2)	545	(68.8)	371	(46.8)	421	(53.2)